

**AN ANALYSIS OF LEXICAL ERROR IN THE DESCRIPTIVE TEXT  
WRITING**

**A Thesis**

Submitted as a Partial Fulfillment of the Requirements  
for S-1 Degree

**By :**

**DEVI NURYANA  
NPM. 1611040296**

**Study Program : English Education**



**ENGLISH EDUCATION MAJOR  
TARBIYAH AND TEACHER TRAINING FACULTY  
ISLAMIC UNIVERSITY OF RADEN INTAN LAMPUNG  
2021**

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2021**

## **ABSTRACT**

### **AN ANALYSIS OF LEXICAL ERROR IN THE DESCRIPTIVE TEXT WRITING**

Words construct the building blocks of language. If they are well chosen, a writer can easily deliver his/her intended meanings. In the contrary, when they are inappropriately selected, they will bring about confusion for the readers. The language learners' fault in choosing the word is called as lexical error. This study aims at examining the types of lexical errors, calculating the most common lexical error and also analyze the causes of lexical error on students' descriptive text writing.

This research used qualitative descriptive research design. The sample of this research was VIII.2 class of SMPN 2 Bandar Lampung in academic year 2020/2021 that consist of 30 students. In collecting the data, the researcher asked the students to write a descriptive text with a random topic then collected it and analyzed the types and the causes of lexical errors based on Llach' lexical errors taxonomy (2011). The researcher also calculated the percentage of each types of lexical errors to know the most lexical errors made by the students.

This study found a total of 156 lexical errors in five types of lexical error. The proportions of errors were 100 items of borrowing (64,2%), 30 items of calque (19,2%), 13 items of misspelling (8,3%), 7 items of misselection (4,5%), and 6 items of semantic confusion (3,8%). In conclusion, Borrowing was the most lexical error found in this study, and the results of this study confirmed that almost all of the students still have lack of vocabularies and have a serious problem in translating the L1 to the target language, it is due to mother tongue influenced.

***Keywords:*** *descriptive text, error analysis, lexical words, writing.*



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## DECLARATION

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## MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٥﴾ إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾  
فَإِذَا فَرَغْتَ فَانصَبْ ﴿٧﴾

(5) *For indeed, with hardship (will be) ease.*

(6) *Indeed, with hardship (will be) ease.*

(7) *So when you have finished (your duties), then stand up (for worship).<sup>1</sup>*

**(Q.S Al-Insyirah : 5-7)**

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<sup>1</sup>Surah al-Inshirah: Peace and Solace for Troubled Hearts, Accessed on:  
<https://quranicquotes.com/notes/surah-inshirah/>

## **DEDICATION**

This thesis is dedicated to everyone who cares and loves me in everyway. I would like to dedicate this thesis to:

1. My beloved parents, Mr. Yusman (Alm) and Mrs. Yuni who always love me, support me, give the best for me, pray for my happy life and success, and give me strength to finish this thesis and my study. May Allah gives his heaven to my greatest father, and always loves my best mother.
2. My beloved brothers and sisters, Linda Riyanti, Ahmad Kuri, Lina Riana, Hendra A.W, Lika Riani, Yogi Khairudani, Farid Oktara, Sherly Yuseva, Darma Yani, Jaya Julian, and my little brother Awalludin Ahmad who always love, support and give me motivation to finish my study.
3. My beloved Nephews and nieces, the cutest and I always love, may they will grow up well.
4. My beloved good friends, who always there for me to support me to finish my study.
5. My beloved lecturer of UIN Raden Intan Lampung who helped me grow up and have contributed much for my self-development.
6. My beloved Almamater, UIN Raden Intan Lampung.



## **CURRICULUM VITAE**

The researcher's name is Devi Nuryana whose nickname is Devi or Yana. She was born in Jatimulyo on March, 09<sup>th</sup> 1997. She is the sixth daughter of Mr. Yusman and Mrs. Yuni. She has four elder sisters, one elder brother, and one little brother whose names are Linda Riyanti, Lina Riana, Lika Riani, Farid Oktara, Darma Yani, and Awalludin Ahmad.

The researcher started her formal education at SDN Bumisari Natar and graduated in 2009. She continued her study to SMP N 1 Natar and graduated in 2012. After finishing her study at Junior High School, the researcher continued to SMA Swadhipa Natar and finished in 2015. All of those three schools that she graduated from were in Lampung Selatan, Lampung. After that, she continued her study at State Islamic University (UIN) of Raden Intan Lampung in 2016.

While being a college student, the researcher also being a *mahasantri* at Ma'had Al – Jamiah UIN Raden Intan Lampung until 2018. She has been teaching at a course and private lessons as an English tutor for Elementary school and Junior high school. She also even taught extracurricular at SMPN 2 Bandar Lampung as an English Club's coach.

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Finally, nothing is perfect and neither in this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.

Bandar Lampung, June 02<sup>nd</sup> 2021  
The Researcher,

Devi Nuryana  
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## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Writing is a process of organizing the idea, opinions, and feelings into written form. Amour in Carman expresses that start writing, no matter what. The water does not flow until the faucet is turned on.<sup>2</sup> It means that an idea will not be realized if the person never delivered it to others. Writing can be a medium to release those ideas. It can be concluded that writing is an important skill that should be mastered as a tool of communication besides speaking.

In learning writing skill, many of inhibitions that make students difficult to write. Zamach in Nurma said that writing is one of the most difficult skills to master.<sup>3</sup> Writing represents what we think, it is a process to reflects things that stay in the mind. The students find difficulties when they start looking for some ideas to write and producing written sentences. Rivers claims that writing in the language becomes a complicated activity because writing involves meaningful segments of language: words, sentence, grammar, and how to transfer those segments into written forms.<sup>4</sup> It is why many learners have difficulties in

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<sup>2</sup> Lindsay Carman, *The Young Adult's Guide to Flawless Writing*, Atlantic Publishing Group Inc, 2016, p.285

<sup>3</sup> Nurma Khairul, *problem in writing spoof*, Volume 3 No 1, March 2016, p.14

<sup>4</sup> Rivers, W.M., *Teaching Foreign Language Skills*. (Chicago: The University of Chicago Press, 1981) p. 294

writing especially in choosing the words and arrange it to be a good sentence based on the grammatical rules. If the learners do not master the target language well, the problem of misunderstanding will be often found in their written text. It causes them to often produce an error in their compositions.

Errors in writing are some fault produced by language learners when they write a text in the target language. The errors are about grammatical structure, word choice, sentence structure, tenses, and others. Corder classified errors into two types such as error of competence and error of performance.<sup>5</sup> An error of competence is the result of the rules which do not correspond to the target language norm. It occurs when the learners do not know the rules of the target language adequately. Then errors of performance are the outcome of the mistakes in a language such as false starts or slips of the tongue. It happens when learners suffer from stress, indecision, conflict, fatigue, and others.

In pursuance of James, errors are divided into lexical errors and grammatical errors.<sup>6</sup> Lexical error is an error that occurs when the learners Wrong in choosing the words to use. It because they have a lack of vocabulary or because of differences between mother tongue and target language pattern. Meanwhile, grammatical errors are the errors which

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<sup>5</sup> S.P Corder, *Error Analysis and Interlanguage*, ( London: Oxford University Press, 1981). p. 8

<sup>6</sup> Carl James, *Errors in Language Learning and Use : Exploring Error Analysis*, ( New York: Routledge, 2013). p. 97

occur when the learners' writing contains wrong sentence pattern, tenses, and other files in grammatical rules.

Based on my preliminary research in junior high school two Bandar Lampung, the English teacher said that the students in junior high school 2 Bandar Lampung especially in the eighth grade still confuse when they start to write especially in writing a text. They often produce an error in their writing text. The cause of the error is because they have a lack of vocabulary and the differences between L1 and L2 patterns. They often create an English sentence using an Indonesian language pattern which that makes their writing text awkward.<sup>7</sup>

Researchers usually use error analysis to analyze error which produces by the learners either in writing or speaking. Error analysis is a method to analyze errors which produce by the learners in learning the target language. Through error analysis, we know what kinds of error and what problems that students produce in speaking or writing when they using the target language. In this case, the researcher will focus to analyze the lexical error in students' text writing, because the lexical item is an important thing that should be known by the students to make a good composition. In writing, the students must state the ideas clearly and use the appropriate word choice to avoid the readers' misunderstanding. however, the vocabulary of the target language is different from the

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<sup>7</sup>Sri Harti, *Interview with the English Teacher* (SMPN 2 Bandar Lampung), July, 8th 2020, unpublished.



vocabulary of the mother tongue which causes the students to make vocabulary errors which are generally called lexical errors

Many researchers use lexical error analysis in their research. The first is Robby Andre and Jurianto entitle “ An Analysis of Lexical Errors in the English Narrative Writing Produced By the Tenth Grade Students of SMA Negeri 9 Surabaya in EFL Classroom”. The study found a total of 399 lexical errors, with an average number of 10 errors per narrative writing. Besides, the analysis of the data showed that there were only 11 sub-types of formal error and 3 sub-types of semantic error found in the students’ narrative writings. Moreover, calque was the most common lexical error with a total of 106 errors, followed by misselection which accounted for 84 errors, and using wrong near-synonym which amounted to 52 errors. The results of this study confirm that almost all of the students have a serious problem in determining the correct form of lexical items.<sup>8</sup>

The second is Charles Owu-Ewie and Rebecca Williams entitle “Grammatical and Lexical Errors in Students’ English Composition Writing: The Case of Three Senior High Schools (SHS) in the Central Region of Ghana.” The study identified that the lexical errors in the students’ writing were due to homophone problems and semantic lexical errors. The grammatical errors identified were agreement errors, tense

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<sup>8</sup> Robby Andre Jurianto, *An Analysis of Lexical Errors in the English Narrative Writing in EFL classroom*, (Surabaya, 2015), <http://journal.unair.ac.id/download-fullpapers-anglicistd3e1a5fcb92full.pdf>, accessed on July 16<sup>th</sup> 2020.

errors, singular-plural (number) errors, prepositional errors, and article errors. The study also found that the most frequently committed grammatical error was tense errors followed by agreement errors.<sup>9</sup>

The third is Wafa Ismail Saud entitle “Lexical Errors of Third Year Undergraduate Students.” The result of this research is formal mis-selection 54 (39.42) was the most frequent major category of lexical formal errors while mis-formation 15 (10.95) was the least frequent one. Confusion of sense relations 14 (10.22) was the most frequent among lexical-semantic errors. At the individual level of lexical formal errors, the most problematic words for students were the vowel based types 24 (17.52) and borrowing and blending were not problematic at all. At the individual level of lexical-semantic errors, the most problematic words for students were near-synonyms 8 (5.84) and the least problematic words were general terms for specific ones and overtly specific terms 1 (0.73).<sup>10</sup>

In the three previous research above, all of them have the similarity which is analyzing the lexical error in the students writing composition. This research aims to describe the kinds of error in descriptive text writing produce by the eighth-grade students in junior high school two Bandar Lampung, also to percentage the error and to describe the cause of error

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<sup>9</sup> Charles Owu-Ewie, Rebecca Williams, *Grammatical and Lexical Errors in Students' English Composition Writing*, ( Ghana, 2017).  
[http:// doi:10.17265/1539-8072/2017.08.001](http://doi:10.17265/1539-8072/2017.08.001), accessed on July 16<sup>th</sup> 2020.

<sup>10</sup>Wafa Ismail Saud, *Lexical Errors of Third Year Undergraduate Students*. (Abha: *Journal of Canadian Center of Science and Education*, Vol. 11, No. 11; October 26. 2018)  
<http://doi.org/10.5539/elt.v11n11p161>, accessed on July 16<sup>th</sup> 2020.

which produce by the students. It shows that this research has a different focus from those previous research. Beside it, this research analyzed the lexical error based on Llach taxonomy, while those previous research analyzed the lexical error based on James taxonomy. The researcher decided to analyze students' descriptive text because the descriptive text uses simple present tense which has been learned by the students especially in the eighth grade in the first semester.

Therefore, the researcher gives the title of this research "An Analysis of Lexical Error in the Descriptive Text Writing at the Eighth Grade Students of Junior High School 2 Bandar Lampung in Academic Year 2020/2021."

## **B. Identification of the Problem**

Based on the background of the study, the researcher identified the problems of the research are :

1. The students have a lack of vocabulary.
2. The students' sentences sometimes awkward because they wrong in choosing the word.
3. The students translate L1 to L2 using a mother tongue language pattern.

### **C. Limitation of the Problem**

Based on the Identification of the problems above, the researcher limits the research problems to the students' errors in descriptive text writing especially in their kinds of error in choosing a word (lexical error).

### **D. Formulation of The Problem**

Based on the limitation of the problem above, the researcher formulates the main problems of this research are :

1. What kinds of lexical errors do the students produce in their descriptive text writing?
2. How many percentages of lexical errors produced by the students in their descriptive text writing?
3. What factors cause students to make errors in their descriptive text writing?

### **E. Purpose of The Research**

The purposes of this research are :

1. To describe the types of lexical errors that the students produce in their descriptive text writing.
2. To know the percentage of lexical errors produced by the students in their descriptive text writing.
3. To know the factors that cause the lexical errors in students' descriptive text writing.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Concept of Error

##### 1. Error and Mistake

In doing error analysis research, we have to distinguish between errors and mistakes. In pursuance of Brown, a “mistake” (in performance) mention a performance error in that it is the learner's failure to utilize a known process exactly, patch an “error” (incompetence) is a noticeable digression from the adult grammar of a native talker reflecting the interlanguage potency of the prentice.<sup>11</sup> It means that errors happen because of the speaker’s lack of competency, meanwhile, mistakes happen in performance, the speakers know the correct system and can correct their fault by themselves.

Subsequently, Corder referred to *mistakes* as unsystematic errors and systematic ones as *errors*.<sup>12</sup> Unsystematized mistakes hap in one's innate lyric and are not substantial to the process of language eruditeness Taxonomic ones, on the over-the-counter give hap in a second lyric Mistakes, are a systematic departure from the norm or set of norms. An error cannot be self-corrected when needle-shaped outside to the talker or author however a mistake if is needle-shaped outside to the talker or

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<sup>11</sup> Brown, H. D., *Principles of language learning and teaching*, (New York: Longman, 2000), p. 67

<sup>12</sup> S.P Corder, *Error Analysis and Interlanguage* ,(London: Oxford University Press, 1981), p. 10

author can be corrected. A mistake is an action that is quickly recognized and corrected.

Based on the interpretation *supra*, the researcher concludes that error is a fault that produces by the learners because of their competency, they do that fault because they do no longer be aware of the fact and they do now not be aware of if they doing the fault. It happens due to the fact of a lack of competency in the target language's skills. In order words, a learner's error is a reflection of a lack of perception of the underlying competence in the language that they are gaining knowledge of. Meanwhile, a mistake is a performance error, it is happening because of the speakers/learners' lack of concentration, not because of a lack of understanding. They can correct it by themselves.

## **2. Lapsology / Slips**

The study of slips or lapsology has been until late wholly directed to native speakers' slips, and has been the research keep of psychologists affected in how language is stored and processed in the brains of pattern human beings and the clinical consequences when these devices go wrongfulness Some have tended to denigrate these phenomena as resultant nonsystematic and trivial disruptions in verbal accomplishments which could be fixed by the speakers if they were apt the opportunity.

Actually, there is copious ground from pieces fabricated by innate orators that they are in actuality taxonomic and for this cause lone should

not be viewed as trivial. Reason demands that slips are 'not a sign of incompetence but of misplaced competence'. Slips are the price we pay for expertise, because they develop outside of people's ableness to do thousands of highly composite intellectual and physical functions in shortstop age bridges. This is achieved by the automatization of these conducts bey the level of consciousness. It is this leisure of conscious control above behaviorism that, at the identical age as allowing complete versatility, depicts the talker accessible to slips. When these hap it takes a restoration of consciousness, which brings upon a temporary passing of smoothness to repair the fault.

Based on the explanation above, the writer conclude about Slips, mistakes and error are :

(i) *Slips*, or alternatively lapses of the tongue or pen, or even fingers on a keyboard, can quickly be detected and selfcorrected by their author unaided.

(ii) *Mistakes* can only be corrected by their agent if their deviance is pointed out to him or her. If a simple indication that there is some deviance is a sufficient prompt for selfcorrection, then we have a first-order mistake. If additional information is needed, in the form of the exact location and some hint as to the nature of the deviance, then we have a second-order mistake.

(iii) *Errors* cannot be self-eorrected until further relevant (to that error) input (implicit or explicit) has been provided and converted into intake by

the learner. In other words, errors require further relevant learning to take place before they can be self-corrected.<sup>13</sup>

### 3. Errors Classifications

following are classification of error according to linguists :

#### a) Dulay, Burth and Crashen's Classification

under Dulay et al errors are divided into five categories, they are :

- (1) Errors of omission: when the learner has left out a word eg: "My sister \* happy" (the verb is omitted in this sentence, auxiliary verb (is) is needed to make the sentence correct).
- (2) Errors of addition: when the prentice has added a chat or an ending to another chat which is grammatically inaccurate eg *she does not cooks* (it should not add s after the word cook)
- (3) Misformation/substitution: when the learners use the wrong form of a morpheme or structure eg. When they use the wrong preposition in a sentence such as "it was the hardest time *in* my life" (the preposition "*in*" is not an exact preposition in the sentence, "in" must be "of")
- (4) Misordering, when the prentice locations a morpheme wrong in a grammatical expression much as "*she fights all the time her brother*" (the use of the aim of the sentence is in the wrong

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<sup>13</sup> James C, Op Cit p. 86 - 89.



position, the sentence should be “*she fights her brother all the time*”)

- (5) Blends: when the learner is unsure of which phrase to use and blends two exclusive phrases.<sup>14</sup> Blends are errors when people make a sentence or phrase which is in the wrong way. Which can be in the form of omission, addition, misformation, or misordering in the one sentence or phrase. They do more than one error in one sentence or phrase.

Incorrect: *The painting so beautifully.*

Correct: *The painting is so beautiful.*

#### b) James’s Classification

Following James, errors in language writing are divided into lexical errors and grammar errors.

##### 1) Lexical Errors

James classifies lexical errors into two categories: formal errors and semantic errors: formal error, for example, a misselection occurs when the lexeme is confusable, and if these are pairs (or triples) of words that look and sound similar, such as: *considerable/considerate*, *competition/competitiveness*, *reserve/preserve*, *consumption/resumption/assumption* (when some lexemes have the same root but different suffixes and prefixes).

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<sup>14</sup> Amani, T., *Error analysis a study of Swedish Junior High School Students' texts and grammar knowledge*. (Uppsala Universitet, 2011), p. 8

Semantic errors, for example, a more general term are used where a specific one is needed, such as *The flower had a special \*smell (scent/perfume)*.

## 2) Grammar Errors

James classifies grammar errors into two categories: morphology errors and syntax errors.<sup>15</sup> Morphology errors, e.g. *six book\** (plural –s is needed in the sentence). Syntax errors, e.g. (He is) *\*a cleverest boy in the class* (misselection of the article at position modifier in a noun phrase)

## B. Concept of Error Analysis

Error analysis is an activity to reveal errors committed by students both in writing and speaking. Richards states that error analysis is the study of errors made by the second and foreign language learners<sup>16</sup>. In speaking and writing, errors are often detected by the second and foreign language students. Crystal comments that error analysis is a method for identifying, classifying, and systematically rendering the unaccepted shapes produced by someone eruditeness a foreign language, exploitation whatever of the standards and ways if by linguistics. It means that error analysis is a technique to analyze subjects' utterance or written with contain awkward sentence or word. Considering the above definitions, we can say that- error

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<sup>15</sup> James C, *Op, Cit.* p.142

<sup>16</sup> Jack C Richards, *Teaching Listening and Speaking*, (New York: Cambridge University Press, 2008), p.19-20.

analysis is an activity to identify, account read judge, and forbid the errors fabricated by the students.

Error Analysis as an approach to error studies however is used to demonstrate that the errors learners make are not always due to the learners' native language but due to other complex factors. Ellis viewed Error Analysis as being based on the emergence of Interlanguage theory, which is admitted to be used to explain efficaciously the mistakes dedicated in second lyric attainment processes. The model grasps the aspect that constituents care about communicative plans and the timber of second lyric direction resolution in learners' errors.

In this study, Error Analysis will be used to analyze students' writing descriptive text to find any type of error which students make in their writing. As claimed by Corder, error analysis is reserved for the study of erroneous utterances produced by learners of a language.<sup>17</sup> He also argues that the Error Analysis should be restricted to only "Study of Errors" and mistakes should be eliminated from the analysis.

### C. Levels of Error

There are three levels of language according to James: the levels of *substance*, *text* and *discourse*. If the learner was operating the *phonological* or the *graphological substance* systems, that is *spelling* or *pronouncing* (or their receptive equivalents), we say he or she has produced an *encoding* or *decoding*

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<sup>17</sup> S.P Corder, *Op, Cit*, p. 465

error. If he or she was operating the *lexico-grammatical* systems of the TL to produce or process *text*, we refer to any errors on this level as *composing* or *understanding* errors. If he or she was operating on the *discourse* level, we label the errors occurring *misformulation* or *misprocessing* errors.

**Table 1.**  
**Levels of Error**

1	Errors in encoding in speaking	(Mispronunciations)	SUBSTANCE
2	Errors in encoding in writing	(Misspellings)	
3	Errors in decoding in hearing	(Misperceptions)	ERRORS
4	Errors in decoding in reading	(Miscues)	
5	Errors in composing spoken text	(Misspeaking)	TEXT ERRORS
6	Errors in composing written text	(Miswriting)	
7	Errors in understanding spoken text	(Mishearing)	
8	Errors in understanding written text	(Misreading)	
9	Errors in formulating spoken discourse	(Misrepresenting)	DISCOURSE
10	Errors in formulating written discourse	(Miscomposing)	
11	Errors in processing spoken discourse	(Misconstrual)	ERRORS
12	Errors in processing written discourse	(Misinterpretation)	

## 1. Substance errors

### *a. Misspellings*

A misspelling (MS) is a substance level yield error. It is one of the types of substance error and one of the three subtypes of handwriting error, the other two being text level and discourse storey handwriting mistakes. Nevertheless, there are over-the-counter kinds of substance mistakes, likewise MSs that ask handwriting. They are referred to as 'mechanical' mistakes. There are four sorts:

1. Punctuation errors
2. Typographic errors
3. Dyslexic errors
4. Confusibles

### ***b. Mispronunciation***

Mispronunciations, as we have seen, can trigger misspellings, but they are a class of metier mistakes in their own right. They are mistakes in encryption at the productive phonologic storey when speechmaking an FL. Hither 'speaking' substances speechmaking impromptu or from memory, and not recital audibly from a transcription. Mistakes arising therein see spot outlined as 'oral recital mistakes fabricated when recital a passage of prose', are miscues. Enunciation mistakes are of deuce-ace large-minded classes segmental, combinatory and suprasegmental.

## **2. Text errors**

The term text is sometimes used to refer exclusively to a unit of written language larger than the sentence - for which paragraph might be a suitable term. In that case, one wonders what its spoken counterpart might be.

We shall use 'text' in a lot broader feel to destine whatever case (or instantiation) of lyric that outcomes from applying the regulations of encryption and of lexico-grammar. Text is exercise The concept of text does not birth to be restricted to grammar 'above the sentence', as once was

customary in linguistics. As Widdowson in James places it: 'Texts come in all shapes and sizes: they check in size with any linguistic whole in the way that time compounding of sentences'. Halliday and Hasan maintain it clear that text may be oral or written and is not modified to the larger elements 'The oral text is victimised in philologies to advert to any passage, oral or written of whatever extent that does make a coordinated whole'. When it does make a unified whole, it is aforementioned to birth the dinner gown dimethyl ketone of texture. In smaller words this feel is supplied by their models of lexis, geomorphology and structure. Larger words moreover to using these contrivances repair to sentence-linking or cohesive binds.

Text mistakes develop from unawareness and misappropriation of the 'lexico-grammatical' regulations of the language, including how these regulations are exploited to accomplish feel. For the represent we must be content to account for lexical and grammatical (sub)systems individually.

### **3. Lexical Errors**

Chomsky in James has fabricated this the Golden Age of structure and until late the description of dictionary was more unattended by linguists. Lexis has been sharply distinguished from grammar. Grammar is aforementioned to be organized in 'closed' organized whole to be taxonomic and even Grammar is 'that office of a lyric which can be described in names of generalizations or rules' patch lexis appertains to 'all the particular data almost lyric those which cannot be general into rules'. Lexis is, by contrast, aforementioned to dwell of 'open' organized

whole to be maverick and unsystematized. For Sinclair lexis includes 'the vagaries of individual words'. As draws a distinction in mother language attainment between 'item learning' (of lexis) and 'rule learning' (of grammar).

Recently, lexis has begun to issue a exchange office in language cognate. Thither are a number of reasons for this. Kickoff the boundaries between lexis and grammar are now seen to be less clear than was assumed. Structural viewpoints of words, which victimised to be activated as office of grammer can just also be viewed as part of the word: this is especially dead person of derivational geomorphology whereby rows of different manakin classes can be calculable from the same root: adjective *bright* ~ noun *brightness* ~ adverb *brightly*. Also, many lexical items consist of more than one word, and have a structure of their own. This is the case with idioms *like pull my leg* or *kick the bucket*, the integrity of which is easily shown by the impossibility of pluralizing the noun in each.

#### **4. Grammar Errors**

##### ***a. Morphology errors***

Grammar has traditionally been discussed in names of morphology and syntax, the former manipulation chat constitution the latter manipulation forms 'larger' than the word. It is so not amazing that we touched on some viewpoints of morphology when discussing lexis mistakes. Thither are fin lexical chat classes in English: noun, verb, adjective, adverb and preposition. We can therefore define as a morphology error one which involves a failure to comply with the norm in supplying any part of any instance of these word classes: six

book\*, aboli\*shment (~-tion) are noun morphology errors; \*bringed, was drink\*en (~ing) are verb morphology errors; visit me soon\* ly is an adverb morphology error; and a colourfull\*er scene, an adjective morphology error. Prepositions happen to have no morphology.

### ***b. Syntax errors***

These are errors that affect texts larger than the word, namely phrase, clause, sentence and ultimately paragraphs.

1. Phrase structure errors
2. Clause errors
3. Sentence errors
4. Intersentence errors (cohesion)

## **5. Discourse errors**

### ***a. Coherence***

Coherence is associated principally to content, to the conceptual relatedness of proposals Thither are deuce-ace kinds of coherence actually:

1. Topical coherence
2. Relational coherence
3. Sequential coherence



### ***b. Pragmatic errors***

All of the discourse error classes identified so far reflect limitations not in linguistic potency but in one's deployment of that potency. We used the label 'pragmatic' error (or infelicity) to refer to these: because they ask swing linguistic awareness into praxis we call them pragmalinguistic deviations.

### ***c. Receptive errors***

It is alluring to account alone text and discuss yield processes patch neglecting the also knotty 'receptive' mistakes The temptation is greater on the levels of text and discuss than that of center where loser is visible and leads to an prompt crack-up of communication. The former we call *misunderstandings*, the latter *misprocessing*.<sup>18</sup>

## **D. Concept of Lexical Error**

### **1. Definition of Lexical Error**

A lexeme is a building of one morpheme or more that have a sense of meaning. In pursuance of Zapata, lexical (content or referential) morphemes are free morphemes that accommodate semantic cognitive operation substantial (or meaning) and commonly consider a thing timberland submit or action.<sup>19</sup> For instance, in a language, these morphemes typically issue the types of nouns, verbs, adjectives, and

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<sup>18</sup> James C, Op Cit, p. 129 - 172

<sup>19</sup> Zapata, A. A, "*Types of Words and Word-Formation Process in English*". (Facultad de Humanidades y Educacion Ingles IV, 2007) , p.1.

adverbs; e.g., cat, John, house, try, stay, beautiful, blue, slowly, sometimes. They structure the open classification of phrases (or content material words) in a language, i.e., classification of phrases in all likelihood to develop due to the incorporation of new individuals into it.

A lexeme is different from a morpheme, Iriskulov states that morphemes are shape devices and lexemes are a communicative unit. Morphemes are constructed of phonemes and they are used to construct words-lexemes. Lexemes take an on the spot section in shaping the ideas in constructing sentences.<sup>20</sup> Lexemes may additionally consist of one morpheme. For instance the lexeme “stay” consists of one morpheme whilst the lexeme “ungentlemanly” consists of four morphemes: un- gentle- man- ly”.

Furthermore, lexical morphemes establish the larger course of morphemes. For example: unbelievable, it is come from three morphemes “un”, “believe”, and “able”. Those each morpheme has a meaning by itself and then arranged to have a systematic meaning, morpheme “un” (prefix) can be defined as not or cannot, “believe” (root) can be defined as trust, and then “able” (suffix) is defined as “can be”, so if those words are joined to be lexical morpheme the meaning will be “cannot believe”.

Llach defined a lexical error as a deviation in the form and/or meaning of a target-language lexical word.<sup>21</sup> It occurs because the speaker/writer choose incorrect lexical items or also when some semantic feature is not

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<sup>20</sup> Iriskulov, A.T. “*Theoretical Grammar of English.*” (University Tashkent, 2006), p.6

<sup>21</sup> Llach, M. P. A, *Lexical Errors and Accuracy in Foreign Language Writing*, (Bristol : Multilingual Matters, 2011), p. 75

considered. As claimed by Hernández, lexical errors are defined as errors at the word level.<sup>22</sup> For instance, choosing the wrong word for the meaning the students want to express (*I made my homework* instead of *I did my homework*). The sentence “*I made my homework*” is the wrong sentence because the writer choose the word “*made*” to translate “*mengerjakan*”. The writer wrong in choosing the word, the sentence should be “*I did my homework*”. Therefore it can be concluded that lexical errors in writing are the errors in which learners use inappropriately lexical words in writing the sentences, it can influence the meaning of the sentences itself.

## 2. Lexical Errors Classification

Numerous experts classified Lexical error based on their taxonomy, here some of those taxonomies :

### a). Zimmerman’s Taxonomy (1986 – 1987)

Zimmermann’s descriptive taxonomy (1986) is a linguistic description of lexical errors based mainly on the semantic relations (hyponymy, part-whole, process-result, and synonymy) between the error and the target word. It also considers the semantic features of the words involved in the lexical error and the syntagmatic relations between error and target. Among the types of lexical errors that Zimmermann distinguishes are sense relation errors, field errors, feature errors, collocation errors, word-formation errors, stylistic errors, and connotative errors.

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<sup>22</sup> Hernandez, M. S., “*Raising Student Awareness about Grammatical and Lexical Errors*”, *Revista de Lenguas Modernas*, (2011), p.266

Then in his next study (1987), he propounds a very interesting typology with two different classes of lexical errors: form-oriented and content-oriented. This taxonomy distinguishes among errors that result from a confusion of a target and an error word due to formal similarity (form-oriented error) or due to semantic relatedness (content-oriented error).

b). Fernandez's Taxonomy (1997)

Fernandez bases her taxonomy of the lexical errors on the already mentioned distinction of form- and meaning-derived lexical errors. She believes that there are form-oriented lexical errors such as distortions (spelling errors), morphology (errors in gender and number morphemes), word formation, confusion of similar forms, and language shift. Content-oriented lexical errors are from five different types: word families (derivatives), semantic relatedness, ser\_estar distinction, register errors, and paraphrase errors.

c). James's Taxonomy (1998)

James devotes some pages to the discussion of lexical errors and offers a taxonomy which rests on the distinction between form- and content-oriented lexical errors. Among the formal errors of lexis, James distinguishes the following:

a. Formal misselection in which two existing target language words are

confused because of formal similarity;

b. misformations which involve the creation of a non-existing L2 word.

Three main types of misformations are considered: borrowing, coinage and calque;

c. distortions originating from letter omission, overinclusion (addition), misselection, misordering, and blending.

The semantic error types that James distinguishes are as follows:

(a) confusion of sense relations which imply the confusion of semantically related words, and

(b) collocational errors which result from the association of two words which in native usage do not go together.<sup>23</sup>

d). Cario Pastor's Taxonomy (2004)

Pastor in Llach distinguishes six different types of lexical errors. His classification is based on James which he simplified into six classifications:

a. formal errors which derive from the confusion of two similar words;

b. wrong word formation, which includes the following:

1) Word invention,

2) Borrowing from the L1,

3) Relexification or adaptation of an L1 word into the grammatical conventions (orthographic, phonetic, and

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<sup>23</sup>James C, Op, Cit, p.142-154

morphologic) of the L2, and

4) Linguistic calque;

c. lexical distortions because of the following:

1) Omission,

2) Addition,

3) Wrong ordering of letters within the word, and

4) Wrong choice of two similar words;

d. Use of base words (hyponym) instead of superonym (more specific word)

e. Collocation errors; which result from the association of two words which in native usage do not go together.

f. Wrong lexical choice because of semantic relatedness.<sup>24</sup>

e). Llach's Taxonomy (2011)

Llach revealed her taxonomy based on James's classification and other previous taxonomies. She did much research about the lexical error and made critical reviews about them. As far as 2011, she revealed her taxonomy based on types and sources of errors. She classified lexical error into two major types of errors, they are formal error and semantic error. The formal error is a particular error in lexical error which affects the form of the word, those are misspelling, misselection, borrowing and coinage. while the semantic error is a particular error in lexical error

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<sup>24</sup> Llach, M.P.A, *Op, Cit*, p.77

which affects the meaning of the intended word, those are calque and semantic confusion. Llach also divides lexical error based on the sources of error :

- a. Interlingual transfer happens because of interference of students' mother tongue (native language), those are borrowing (formal error), coinage (formal error) and calque (semantic error)
- b. Intralingual transfer happens because of the target language interference. Those are Misspelling (formal error), Miss-selection (formal error) and semantic confusion.

**Table 2. The Distribution of Lexical Error Taxonomy According to Source and Type proposed by Llach (2011)**

		Type	
		Formal	Semantic
Source	Mother Tongue	Borrowing Coinage	Calque
	Target Language	Misspelling Miss-selection	Semantic Confusion

Six main categories of lexical errors are distinguished in the taxonomy:

- (1) Misspellings, also frequently known in the literature as 'spelling errors' or orthographic errors. are violations of the orthographic assemblies of English which are generated as a result of the strains that learners have in coping with the 'English encoding system), for example

biutiful for 'beautiful', smool for 'small' or guatermelon for 'watermelon'.

(2) Borrowings, also called 'complete language shift' or 'code-switching' appear when the learner inserts any L1 words into the L2 syntax 'without any attempt to tailor them to the target language and this includes phonological or morphological adaptations. Following are some examples:

(a) My aunt is *kurus* (Eng. slim).

(b) My *sepupu* is beautiful (Eng. cousin).

(3) Coinage or 'relexification' consists of the adaptation of an L1 word to the L2 orthography or morphology. so that it sounds out plumb or looks English. for instance, She has many *prestations* (Eng. achievements ).

(4) Calque or 'literal translation' happens when a learner translates the word from the L1. This has to do with the transfer of semantic features from an L1 word to an L2 equivalent but with a different contextual distribution. In other words, learners are aware of the existence of a word and its form, but they lack knowledge of the semantic and/or collocational restrictions of that word, eg:

(a) My *table study* is blue and big (literal translation from *meja belajar*, Eng. desk).

(b) she has hair long (literal translation from

*Rambut panjang*, Eng. A long hair ).

(5) Misselection, also called 'synforms' or malapropism, is a confusion



of formally similar items, that is pairs or triples of words that sound (phonetic similarity) or look (orthographic similarity) similar are confused and interchanged. A misselection implies the wrong selection of an already existing word in the target language, which is error word and target word are both target language words (malapropism or synform).

(a) I am find, thanks. (find for fine).

(b) I am tall and my hear is very long (hear for 'hair').

(6) Semantic confusion refers to the confusion of semantically related words; in other words, two words are confused because they are semantically similar; that is they have similar meanings but are functionally different.<sup>25</sup> eg;

(a) she uses red dress (use for "wears")

(b) My bedroom is great (great for "huge" or "big").

This research will use Llach's Taxonomy because it is the latest taxonomy which exhaustive and it is a critical combination of several previous taxonomies which has been simplified. Beside it, the researcher found the types of lexical errors proposed by Llach in students' writing at the eighth grade in SMPN 2 Bandar Lampung during conducting pre-research.

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<sup>25</sup> James C, *Op, Cit.* P.123-124

### 3. The Causes of Lexical Errors

In the writing process, lexical errors may occur. As we know that writing is difficult, someone who wants to write has to be careful in writing. They have to recheck their writing to edit if there are mistakes or errors. Errors appear because of many factors.

Llach mentioned there are 2 causes of lexical error, as follows:

#### a. Interlingual transfer

Errors are interfered with by the source language, so they can make errors unconsciously. Llach explains that the calque, borrowing, and the coinage are caused by the interlingual or the mother tongue. The students are influenced by their mother tongue. For example, they usually use the pattern of the rules of their mother tongue when speaking or writing in English.

Eg ; “*the girl who wearing shirt blue is beautiful*” (calque)

The sentence above should be “ *the girl who wearing blue shirt is beautiful.*” The error happened because the writer translate the sentence literally, use the pattern of the rules of their mother tongue.

#### b. Intralingual transfer

Besides interlingual transfer, there is intra-lingual transfer in causes of errors. Inter-lingual is interfered with by the source language while intra-lingual is interfered with by the target language. People make an incorrect generalization of rules in the target language. Llach asserts

that the misspelling, misselection, and semantic confusion are caused by the intralingual transfer.<sup>26</sup>

Eg : “*the girl who using blue shirt is beautiful*” (semantic confusion)

The sentence above should be “*the girl who wearing blue shirt is beautiful.*” The word *using* in this sentence is the example of error because of intralingual transfer especially semantic confusion, the learner make an incorrect generalization of rules in the target language.

The researcher also will use Llach’s theory about the causes of errors.

There are 2 causes of errors. Those are interlingual and intralingual.

## **D. Concept of Writing**

### **1. The Nature of Writing**

There are four abilities in the English language that ought to be mastered with the aid of the novices of the English language. Those are listening, speaking, reading, and writing. From the four skills, writing is the most challenging ability to be realized using English language learners. Many exclusive definitions are given to employing specialists in writing. Murcia stated that writing is the capacity to share their ideas via the written way in the target language.<sup>27</sup> Harris displays that writing is a system that takes place over a duration of time, mainly if the author takes

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<sup>26</sup>Llach, Maria, *Op, Cit.*, P. 123-124

<sup>27</sup> Marianne C. Murcia, *Teaching Language as a Second Foreign Language*, (Boston: Heinle Publisher, 1991). p. 233

into account that every so often prolonged durations of questioning that preceded the preliminary draft.<sup>28</sup> In writing, the creator desires time to do some technique inside. The size of time is extraordinary amongst writers. Based on the definitions above, we can conclude that writing is the way to categorical something in a written way. It desires lengthy techniques to write. The inexperienced persons of the English language need to attempt to write regularly, so they can be a good writer.

## 2. The Process of Writing

Harmer states that there are four stages of the process of writing. Those are planning, drafting, editing (reflecting and revising), and final version.<sup>29</sup>

### 1) Planning

This is the first stage in the writing process. When planning, the college students have to assume about three principal issues. In the first, they have to reflect on consideration on the cause of their writing because this will affect now not solely the kind of textual content that they want to produce, however additionally the language that they use, and the records that they pick to include. Secondly, the college students have to suppose about the readers that they are writing for, this will affect no longer only the structure of the writing (how it is laid out, how the paragraphs are structured), however additionally the desire of language, it is formal or casual in tone. Thirdly, the college students have to reflect on

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<sup>28</sup> Harris, John, *Introducing writing*. (London: Penguin English, 1993), p. 44

<sup>29</sup> Jeremy Harmer, *How To Teach Writing*. (New York: Longman, 2004), p. 4-5

consideration of the content material shape of the piece, how the exceptional sequence of the facts, ideas, or arguments which they have determined to include.

## 2) Drafting

The result of the first model of a piece of writing is referred to as a draft. As the writing manner proceeds into editing, quite a few drafts can also be produced on the way to the closing version.

## 3) Editing ( reflecting and revising)

Once the college students have produced a draft, then they study what they have written to see the place it works and the place it doesn't. Perhaps the order of the records is now not clear or the way something is written is ambiguous or confusing. Reflecting and revising are regularly helped by using different college students who remark and make suggestions.

## 4) Final version

The college students have edited their draft, making the modifications they reflect on consideration to be necessary, they produce their ultimate version. Harmer exceptionally symbolize all the component above, therefore; the method wheel under simply suggests the many instructions that the college students can take, both visiting backward and forwards round the rim or be going up and down the wheel's spokes.

The four tiers of writing are vital to produce a true writing product. Planning is the principal stage in the writing process. In this stage, college students suppose about the textual content that they will write or. The first stage can additionally be referred to as brainstorming. This stage takes place in the writer's mind. In the second stage, college students make a draft or concept. The 1/3 stage is reflecting and revising. In this stage, the college students attempt to edit and revise their drafts. They additionally trade inappropriate phrases or sentences. The final is the remaining version. It is time to write the complete textual content-based totally on the draft that they have made.

## **E. Concept of Descriptive Text Writing**

### **1. The Definition of Descriptive Text**

Descriptive textual content is the textual content that describes the elements of someone, something, or a sure place. Sofyan states Descriptive textual content is the sorts of textual content to describe something, people, place, animal.<sup>30</sup> It means the description is the element of clarification to exhibit the precise object to the readers or audiences. Besides, Kane defined Description as about sensory experience-how something looks, sounds, tastes. Mostly it is about visible experiences, however, the description additionally

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<sup>30</sup>Fahmi Sofyan, *Kunci Berhasil Lulus Bahasa Inggris SMP/MTS*, (Jakarta: Pustaka Tarbiyah Baru, 2012),p.13.

offers different sorts of perception.<sup>31</sup> According to Hogue description is word pictures.<sup>32</sup> You tell how something looks, feels, smells, tastes, and sounds.

The descriptive textual content has its accepted structure, having two components: Identification and description of features. According to Sofyan generic structure of descriptive text:

- a. Identification: identifies or the introduction of a phenomenon to be described. Its capability when to describe something college students explain primarily based on the scenario in general. The everyday situation of the subject matter is like the president, animal, city, etc.
- b. Description: describe elements to order of importance, there are: parts/things (physical appearance), traits (degree of beauty, excellence, or worth/value), and different traits (the prominent factor that is unique). It capability a description incorporates a necessary image or photograph or phrases which supply element of physic look like a massive body, thin, tall, medium, short, etc. Meanwhile, characteristics are desirable girl, pretty, polite, wise, strong, gentle, etc. special in right here capability varies with another.<sup>33</sup>

From the definition above the researcher concludes that descriptive textual content is a description of a noun, people, place, thing, or others

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<sup>31</sup> Thomas S. Kane, *The Oxford: Essential Guide To Writing*, (New York: University Press, Inc, 2003), p.351.

<sup>32</sup> Ann Hogue, *First Step in Academic Writing*. (New York: Pearson Longman, 2008), p.70.

<sup>33</sup> Fahmi Sofyan, *Kunci Berhasil Lulus Bahasa Inggris SMP/MTS, Op, Cit.* p.13

honestly as result the readers see the object so that they can explain something they see. After that, they ought to make notice listing statements to assist the assertion so that the researcher can describe greater elements about something, and then they wrote into descriptive writing.

## **2. Purposes of Descriptive Text**

The definition and reason of descriptive textual content description are used in all types of writing to create a vivid impact of a person, place, object, or tournament such as to describe an extraordinary area and provide an explanation for why it is special, describe the most vital man or woman in your life, and describe the animals' habitat in document descriptive writing is typically used to assist an author to strengthen a component of their work, e.g. to create a precise mood, ecosystem or describe a region so that the reader can create vivid pix of characters, places, objects, etc. According to Hogue analyze to write proper descriptions, when writing a description of a person, inform what he or she appears. When describing a place, inform what it appears like. If describing a scene with people, may first describe what humans are taking place and what human beings are doing.<sup>34</sup> Thus, in descriptive writing, the readers have been given particular objects, vivid images and use five senses or use truth phrases that will allow the readers to see, feel, hear, taste, touch, or scent what the object is describing.

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<sup>34</sup> *Ibid* p. 72.



### 3. Characteristics Descriptive Text

These characteristics are important for you to take into account when writing the descriptive text is not wrong. So make sure you use the following features when using the genre will write descriptive text :

#### 1. Using the Simple Present Tense.

Why use the simple present tense? this is because we will describe a fact or truth that is attached to something or someone. And one of the functions of the simple present is to illustrate a fact or truth (eg fact: the sun is hot). Therefore, you should always use the first form of the verb (verb-1). Your example will illustrate the properties of your new car:  
The color of my car is black, it can run up to 500 km / hour.

#### 2. Using Adjectives

Because of its function is to describe something by explaining its properties, then the text will be found many descriptive adjectives (adjective), as handsome, beautiful, tall, small, big, or if the adjective is derived from the verb, then you will find additional -ve, -ing, -nt in tow,

#### 3. Using Relating Verb

In the descriptive text we will often find Relating verb (copula) which is (as in characteristic number 1). In Indonesian is often interpreted as "is". Because the purpose or function descriptive text is to describe,

then definitely we will often find the word was (is). His name is Andy (his name was Andy), his height is 160 cm (height is 160 cm).

#### **4. Kinds of Descriptive Text**

There are five types of descriptive text namely:

1. describing process, Describing a process is not only to explain how something is accomplished, but also to explain on why it is done and what is needed to complete the process.
2. describing an event, To describe an event, a writer should be able to memorize and remember what happened in that event. As the example, people is going to write about inspection of Virus at vegetable., she/he has to explain all details related to the event, so that the readers can imagine the real situation and condition perfectly.
3. describing personality, The first thing that we must do in describing a person is recognizing the individual characteristics. We need to describe people occurs fairly areas of physical attribute (hair, eyes, skin), emotional (warm, nervous,), attributes (greedy, honest, humble, trust) and intellectual.
4. describing object, To describe an object accurately is done through providing the physical objects' characteristics such as color, form, shape, and so on.

5. describing place, Presenting a concrete thing is the way to describe place, for example; a house, library, swimming pool, bus station, and market.<sup>35</sup>

Here example of descriptive text about object :

### **My Favorite Person**

#### **Identification :**

I have a favorite person, the most stunning man for me. He is my father, the great, amazing and the best father in this world.

#### **Description :**

My father has ideal body, he is not too tall but not too short. He is not too fat and not too slim. He has round eyes, straight hair and sweet smile. He always smile and kind to everyone. My father is very diligent, he also always neat and clean. His personality is very stunning. He never stingy to everyone. He likes to help everyone. He teaches me to always be nice to everyone, he teaches me how to be the strong person, the smart one and how to always be the good one. He is the best teacher, the best inspiration and the best role model for me. I love him so much.

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<sup>35</sup> Rahmad Husein, Anni Holila Pulungan, *Sumber Belajar Penunjang PLPG 2017 Mata Pelajaran/Paket Keahlian Bahasa Inggris*, p. 3-6

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